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ABSTRACT

This Annual Monitoring Report presents the history, policy, and structure of the Saskatchewan Institute of Applied Science and Technology (SIAST) Education Equity Program. This report includes the 2000-2001 long-range goals for participation in the SIAST programs. Since self-identification is voluntary, statistics are assumed to be incomplete. The long-term goal of the program is to achieve a representative student body. In order to achieve this goal, a percentage of seats are allocated for some designated student groups. SIAST offers the program to students in all program areas: Certificate and Diploma, Basic Education, Extension, and Apprenticeship programs. The program includes the following population groups: (1) students of Aboriginal ancestry; (2) students with disabilities; (3) students of visible minorities; and (4) female students in predominantly male programs. The participation goals are based on the Saskatchewan workforce, while the long-term goals are based on the percentage of designated group persons in the working age population as of June 1996. The percentages are as follows: (1) persons of Aboriginal ancestry, 12%; (2) persons with disabilities, 10%; (3) persons of visible minority, Regina--5%, Saskatoon--5%, Moose Jaw and Prince Albert--3%; and (4) women in the workforce, 45%. The report details the policy and its guidelines, participation statistics, and special fund projects and activities. (NB)

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SIAST Education Equity Program

ANNUAL MONITORING REPORT

July 1, 2000 - June 30, 2001

Submitted to
Saskatchewan Human Rights Commission
October 2001

Monitoring Report 01-10

Saskatchewan Institute of Applied Science and Technology

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EXECUTIVE SUMMARY

- The SIAST Education Equity Program celebrated its tenth anniversary of offering increased access to basic education and post-secondary educational opportunities for students in the four targeted groups. The SIAST-wide celebration included a luncheon and the release of a video titled "Making A Difference", featuring testimonials of five graduates who had positive experiences with the Equity Program while a SIAST student. Kelsey Campus funded a mural depicting Aboriginal culture. Palliser Campus hosted a luncheon featuring cultural entertainment. The Woodland Campus activity was educational in nature. The on-campus celebration for both Kelsey Campus and Wascana Campus will be hosted in the fall of 2001.

- The established goals for students of Aboriginal ancestry in all SIAST programs, including Apprenticeships and Basic Education, were met at Kelsey, Wascana and Woodland Campuses.

- The enrollment rate of students with disabilities in Certificate and Diploma programs has increased significantly at Palliser and Woodland campuses. Palliser Campus enrollment increased to 4 percent from 2.9 percent one year earlier, and in the same time frame, Woodland Campus enrollment increased to 5.7 percent from 3.9 percent.

  The enrollment rate of students with disabilities increased at each campus for both total enrollment and for certificate and diploma programs. Wascana and Woodland Campuses both exceeded the goal.

- The application rate for students of visible minorities to the Certificate and Diploma programs increased at every campus. Wascana Campus has met the long-term goal for total programs, with 5.7 percent of enrolled students representing visible minorities, a first for SIAST.

- The proportion of applications from women increased at Kelsey, Wascana and Woodland Campuses for certificate and diploma programs, and the female applicants for SIAST overall increased from 50.1 to 55.6 percent. The total enrollment figures for women students indicate that the participation goals were met at Kelsey, Wascana and Woodland Campuses.

- Women enrolled in three predominantly male programs, Architecture, Emergency Medical Technician (EMT) and Corrections Worker have successfully maintained or exceeded the target goal for enrollment for five successive years.

- One of the primary goals of Student Recruitment for 2000-01 was to "establish working relationships with Aboriginal groups who have a stake in the education and training of their students/clients". To achieve this, an alliance was forged with SIAST's Education Equity personnel and Aboriginal counsellors. Through combined resources and co-operative efforts, SIAST was successful on several major fronts.

- Kelsey Campus offered three beginner and three intermediate level conversational Cree classes, open to all students.

- Palliser Campus had seventy-two young women from grades 7 & 8 participate in a GETT camp.

- Wascana Campus offered four different orientation activities for women interested in exploring trade and technology professions. Women in Trades Exploratory Programs are six week, interactive classes in shop skills and related career information. Career information workshops were held to assist women in assessing their suitability for training in industrial or technical occupations. Three one-week GETT camps were offered, and an alumni reunion was held to mark the tenth anniversary of GETT camps. The campus partnered with Skills Canada and SaskWITT to coordinate a young woman's conference, exploring industrial and technical careers.

- Wascana Campus Education Equity committee and the Campus Director's office partnered to develop a space for use by students with physical disabilities requiring attendant services.

- Woodland Campus hosted their annual one-day Aboriginal Cultural Awareness Event, which included workshops and cultural activities.

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1.0 INTRODUCTION

1.1 OBJECTIVES

The objective of this report is to maintain continued approval of the SIAST Education Equity Program by providing the Annual Monitoring Report to the Saskatchewan Human Rights Commission.

The SIAST Education Equity Annual Monitoring Report provides information on actions taken during the year to implement the equity program, progress made, difficulties encountered and any changes to the program under consideration. In this annual report are statistics for students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. These statistics describe information for rates of application, enrollment, and graduates for SIAST and the four campuses.

1.2 HISTORY OF THE SIAST EDUCATION EQUITY PROGRAM

The sponsor for the Education Equity Program is the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST operates from five main locations: Kelsey Campus, Saskatoon; Palliser Campus, Moose Jaw; Wascana Campus, Regina; Woodland Campus, Prince Albert; and, Administrative Office, Saskatoon. SIAST provides training at many other locations in Saskatchewan. The Education Equity Program applies to students in all program areas: Certificate and Diploma; Basic Education; Extension and Apprenticeship programs.

In 1987, prior to the formation of SIAST, the four institutes set up a Native Services Division (NSD) in partnership with Gabriel Dumont Institute (GDI). The NSD at Wascana requested approval from the Saskatchewan Human Rights Commission (SHRC) to set aside a percentage of seats in both the Certificate and Diploma programs for Aboriginal students. This initiative was intended to increase access opportunities for Aboriginal students. This plan was approved with the condition that a plan be developed to include women and people with disabilities by 1989.

In 1988, SIAST was established by the amalgamation of several post-secondary institutes and regional colleges. Now a division of SIAST, Native Services developed an affirmative action program for Aboriginal students in the three other campuses. Again, approval was given on the condition that the program be expanded to include students with disabilities and women. The program was approved for Certificate and Diploma programs by the Saskatchewan Human Rights Commission and began in 1990.

From 1990 until 1993 infrastructure and support services for students were developed. In 1992, the Human Rights Commission included visible minority persons as a designated group in Saskatchewan. In 1993-94 a research project examined the needs of students of visible minorities within SIAST. Students of visible minorities self-identified on SIAST application forms for the first time in 1994-95.

The Native Services Division (NSD) was established through an arrangement with SIAST, Gabriel Dumont Institute and Saskatchewan Education. Until May 1993, the NSD provided counselling and support services for Aboriginal students, promoted Aboriginal culture and identity, and raised community awareness of Aboriginal issues. The NSD closed that year, and the staff counsellors were integrated within SIAST.

In 1993-94 work began on a strategy to investigate and incorporate Basic Education (BE), Apprenticeship and Extension programs into the Education Equity Program. A research project, to identify issues and make recommendations on the integration of BE and Education Equity, was completed. Also that year, a joint SIAST Education Equity Committee (SEEC) and Provincial Apprenticeship Board workshop assisted the Board in its development of a strategy to increase designated group participation in Apprenticeship. A workshop with SIAST Extension staff assisted in the identification of issues and solutions to effectively integrate Extension Program students and Education Equity. The establishment of linkages with SIAST's external partners continues.

1.3 STRUCTURE OF THE REPORT

The Annual Monitoring Report presents the history, policy and structure of the SIAST Education Equity Program. The report consists of information, participation rates, statistics and analysis of students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. This information is described using text and tables which portray application, enrollment, and graduate rates for all programs at SIAST as well as the programs in partnership with Saskatchewan Indian Institute of Technology (SIIT) and Dumont Technical Institute (DTI).

The campuses and the SIAST-wide Education Equity committees initiatives and projects are also listed in this report. These support special measures for designated group students in the areas of recruitment, admission, retention, follow-up and staff development activities.

2.0 SIAST EDUCATION EQUITY POLICY

2.1 SIAST EDUCATION EQUITY POLICY

The SIAST Education Equity Policy, endorsed in 1994, ensures coordination and consistency among the campuses. The intent of the policy is to assure access to adult basic education and post-secondary education such that the proportions of education equity students to the total student body are the same as the working age population of Saskatchewan; and that their rate of success is the same as for the student body as a whole. This policy is currently under review.

2.2 SIAST EDUCATION EQUITY POLICY STATEMENT

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

(SIAST Policy and Procedures Manual, SIAST Policy #502)

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3.0 STRUCTURE OF THE SIAST EDUCATION EQUITY PROGRAM

3.1 STRUCTURE AND FUNCTION

The SIAST Board of Directors determines policy and direction for the Education Equity Program. In 1998, the President assigned the Dean of Students responsibility for the administration of the Education Equity Program policy and procedures.

The SIAST Education Equity Committee makes recommendations to the Dean of Students, who in turn recommends actions and policies to the Senior Management Council and the Board. The SIAST Education Equity Committee is chaired by the SIAST Education Equity Advisor. Representatives from the Campus Education Equity Committees sit on the SIAST-wide Committee. (See the following Figures 1 and 2.)

Figure 1
SIAST Education Equity Program - Administrative Structure:

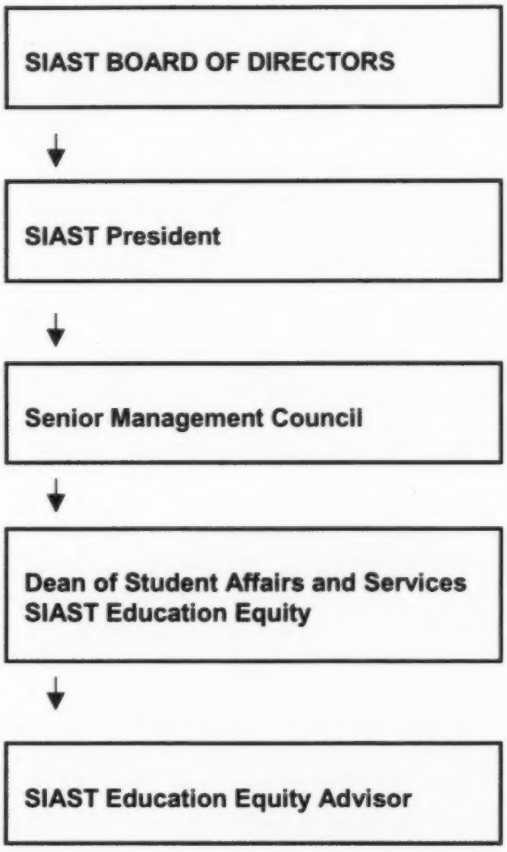

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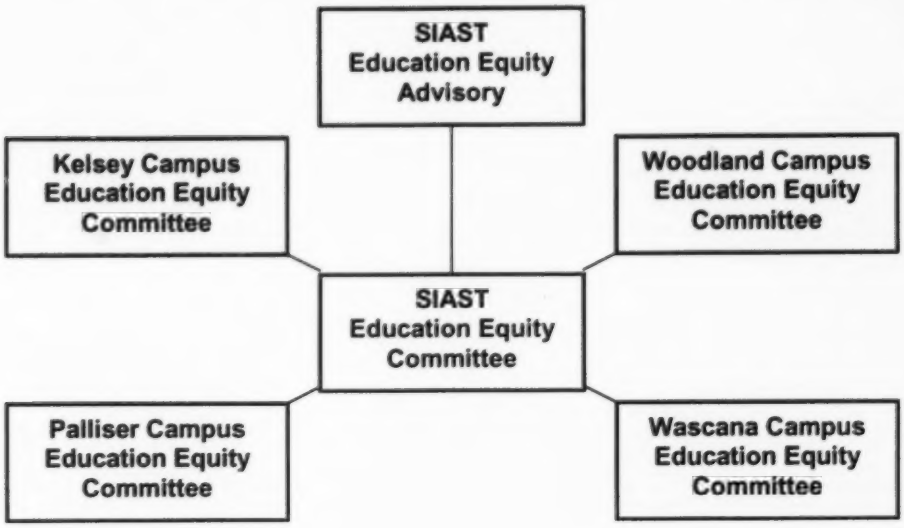
Figure 2
SIAST Education Equity Program - Committee Relationships:



In 1997, the SIAST Board announced a structural change that was linked to the goals and objectives of the Saskatchewan Training Strategy. These changes are now in place.

- $ Senior Management Council (SMC) has replaced the SIAST Management Team (SMT).
- $ Campus Directors have replaced Principals.
- $ Program Division Deans have been appointed on an institute wide basis.
- $ Program clustering has occurred and Campus Program Heads are now in place.
- $ Creation of the SIAST "virtual" campus is ongoing.

SIAST remains committed to working towards equity for all students.

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3.2 SIAST EDUCATION EQUITY COMMITTEE (SEEC)

The SIAST Education Equity Committee coordinates activities of the SIAST Education Equity Program with input from the four campus committees, reports on activities and issues to the Dean of Student Affairs & Services, approves proposals and monitors projects funded by the SIAST portion of the Education Equity Special Fund. The SIAST Education Equity Committee meets regularly throughout the year.

The SIAST Education Equity Committee is composed of the Dean of Student Affairs & Services; the SIAST Education Equity Advisor; two representatives from each campus Education Equity Committee, one of whom is the Equity Coordinator/Counsellor; representatives of internal stakeholder groups such as registrars; counsellors for Aboriginal students and representatives of academic partners. The Committee is chaired by the SIAST Education Equity Advisor.

3.2.1 Advisor, SIAST Education Equity Program

The advisor coordinates the activities of the Education Equity Program by consulting with program stakeholders, monitoring the completion of SIAST-wide projects, administering the program on behalf of SIAST and chairing the SIAST Education Equity Committee. The advisor represents the program in the provincial community, particularly with the Saskatchewan Human Rights Commission.

3.3 CAMPUS EDUCATION EQUITY COMMITTEES (CEEC)

Campus Education Equity Committees develop action plans, provide staff development activities, strike task teams and subcommittees to resolve local issues, develop proposals for projects for their allocation of the Education Equity Special Fund, monitor those projects, and identify issues to management and SEEC in consultation with equity program staff. Each campus committee sets goals, objectives and action plans for the year. These may vary from one campus to the other. Committees continue to develop and expand services for designated group students.

The membership and chair of the Campus Education Equity Committee is at the discretion of each campus. In establishing membership, each campus is asked to consider factors such as current education equity priorities, SEEC representation, designated student group representation, local stakeholder groups, and special knowledge and skills possessed by particular campus staff members.

3.3.1 Education Equity Coordinator/Counsellor

The Education Equity Coordinator/Counsellor continues to play a pivotal role in the recruitment, support and retention of designated group students. They are resource people for applicants, students, faculty, staff, management and external stakeholders. The specific duties of each coordinator/counsellor vary from campus to campus, dependent on the needs of that campus.

3.3.2 Counsellors for Students of Aboriginal Ancestry

These counsellors are the key link in service delivery for students of Aboriginal ancestry. They make contact with applicants and agencies which refer students, provide student counselling, offer cultural and other activities through the Aboriginal Student Activity Centres and are resource people for faculty, staff and management.

3.3.3 Aboriginal Student Activity Centres

Aboriginal Student Activity Centres are a focal point for such services as counselling, tutorial support, information on employment opportunities and scholarships, study space and the use of technical devices such as computers. The Centres are a place for student interaction and fellowship, for liaison with stakeholders and for traditional feasts.

3.3.4 Learning Specialists

Each campus provides learning assistance for students with disabilities through either a part or full-time learning specialist. The learning specialists provide individual student assistance and act as a resource to faculty and staff. Psycho-educational assessments are conducted and individual learning plans are developed. On-going training and support is provided to faculty. Students are coached in self-advocacy.

Three of the four campuses (Kelsey, Wascana and Woodland) have Learning Assistance Centres. The Learning Centres are operated on a drop in or appointment basis. The centres provide extensive services to Education Equity students including multiple types of accommodations and the use of adaptive technology.

3.3.5 Women's Facilitator

One campus (Wascana) has employed a part-time women's facilitator. In 2001, this part-time position changes to a SIAST-wide focus. The women's facilitator develops student support groups, provides on-going faculty support and training, recruits potential students, offers Girls Exploring Trades and Technology camps, instructs pre-trades for women courses and acts as a liaison between faculty and female students in predominantly male programs.

4.0 DESIGNATED STUDENT GROUPS

The 2000-01 long-term goals for participation in SIAST programs are described below. Tables which show the participation of designated group students as applicants, enrolled, and graduates are discussed. Since self-identification is voluntary the statistics are assumed to be incomplete.

The tables are designed to show the application, enrollment, and graduation rates of one designated student group per table. Detailed information, by campus, is included in the Appendices.

The participation rate tables (Tables A1 - D5) of designated student groups for Certificate and Diploma, Extension, Apprenticeship and Basic Education are all in one table. There is one table for each designated student group.

4.1 DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program establishes goals and implements measures to assure that proportion and rate of success of equity students to the total student body is the same as the Saskatchewan working age population. Designated student groups at the present time include:

- $ students of Aboriginal ancestry.
- $ students with disabilities.
- $ students of visible minorities.
- $ women students in predominantly male programs.

4.2 PARTICIPATION OF DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program=s long-term goal is to achieve a representative student body. In order to achieve this goal a percentage of seats are allocated for some designated student groups.

The annual, and long-term goals, for student participation reflects Saskatchewan demographics and regional variations in the distribution of designated group populations.

4.2.1 Participation Goals

The 2000-01 SIAST participation goals listed below are based on the Saskatchewan work force. The long term goals for participation are based on the percentage of designated group persons in the working age population as of June 1996.

- persons of Aboriginal ancestry: 12.2% for Regina, Saskatoon and Moose Jaw, and 25% for Prince Albert
- persons with disabilities: 9.7%
- persons of visible minority: 5.1% for Regina, 4.7% for Saskatoon and 2.6% for Moose Jaw and Prince Albert
- women in the workforce: 45%*

DESIGNATED GROUP STUDENT PARTICIPATION GOALS			
Designated Group Students	**2000-01 Goals**	**Long-Term Goals**	**% of Working Age Population ***
Students of Aboriginal Ancestry			
• Kelsey, Palliser and Wascana	12.2%	12.2%	12.2%
• Woodland	25.0%		
Students with Disabilities	5.0%	9.7%	9.7%
Female Students			
• Predominantly Male Programs	30%	50%	45%**
Students of Visible Minorities			
• Kelsey	n/a	4.7%	4.7%
• Palliser	n/a	2.6%	2.6%
• Wascana	n/a	5.1%	5.1%
• Woodland	n/a	2.6%	2.6%

* Provided by the Saskatchewan Human Rights Commission

** Demographics indicate that women will comprise 50% of the future population.

Seats are not allocated for students of visible minorities as enrollment has not been identified as a barrier for this designated group.

The participation goals for designated seats will continue to be reviewed over the next year.

5.0 PARTICIPATION STATISTICS

The organization analysis that follows covers the period of July 1, 2000 - June 30, 2001. The information is extracted from the student record system and from SIAST applications, which includes a self-identification section. As self-identification is voluntary, not all designated group students choose to identify, therefore, participation may actually be higher than described.

Participation rates reflected by applications, enrollment, and graduation statistics, SIAST-wide, are presented in the Participation Statistics for each of the minority groups. As discussed in Section 4.0, specific target goals have been established for each campus in order to achieve a representative student body at SIAST. These goals are not identical in each location.

The Board of Directors, in April 1999, approved that, with the exception of the Nursing Education Program of Saskatchewan (NEPS), SIAST will admit students to programs on a first-qualified, first-admitted basis. Therefore, applications are received throughout the year to enter into the first year of a program. Students are usually not required to apply for Year Two and/or Three of diploma programs.

Application statistics from Apprenticeship and Basic Education (BE) are not provided in this report. Apprenticeship students do not apply to SIAST, and Basic Education students do not apply through the Registrars' office.

The enrollment statistics reflect the enrollment activity within a given academic year. Basic Education and Apprenticeship numbers have a strong influence on the overall total enrollment figures. Therefore, distinctions must be made between the Certificate and Diploma programs or all programs at the campuses, when looking at percentages or trends.

The graduate statistics reflect the percentage of the total graduate population per designated student group. The percentages are not graduation rates. In order to have an accurate graduation rate, the same cohort of students must be followed. The graduate statistics in one academic year do not represent the same students who were enrolled in the corresponding academic year. Some students may have been enrolled for longer than one year. Also, variable intakes and completion dates associated with competency based programs have a strong influence in the outcomes. This applies to many programs offered at the Wascana and Woodland Campuses.

Graduate statistics from Apprenticeship and BE programs are not available, as these students do not graduate from SIAST.

The presentation of the statistics for each designated group is organized into sections that are formatted the same. Each section begins with comprehensive tables of application, enrollment and graduate rates for the designated group, first by Division, then by Campus.

These tables are followed by a closer analysis of each of application, enrollment, and graduate data, which make comparisons both to previous years and to participation goals by campus for that group.

In this section it is important to note that previously some students who withdrew were not given a withdrawal code, dependent on the responses given by the student. The form is optional for students to complete and although all withdrawals are recorded, the reason for leaving beyond being required for academic reasons was often not known.

Over the past year, education equity counsellors attempted to collect withdrawal information for an anecdotal report. The primary reasons for leaving were academic difficulty, health and family. Tables which show SIAST-wide withdrawal rates are located in Appendix B5.

5.1 ORGANIZATION OF TABLES

The following tables show the designated student group participation by Campus, by Division and SIAST-Wide:

- Tables A1 - A5 - Aboriginal Students
- Tables B1 - B5 - Students with Disabilities
- Tables C1 - C5 - Students of Visible Minority
- Tables D1 - D5 - Women Students and Women in Male Dominated Divisions

The tables report on total student applications, enrollment, and graduates, compared to each of the designated groups. In each case, the percentage indicates the proportion of the specific equity group in the pool of the total applicants, enrolled students and graduates by Division and by Campus. Tables which show each SIAST program and designated student group participation are in Appendix B.

5.1.1 Certificate and Diploma Programs

In 2000 - 01, SIAST adopted an admissions policy of "first-qualified, first-admitted", maintaining a wait list of applicants. Applications are received throughout the year to enter into the first year of a program. The Nursing Education Program of Saskatchewan is the only program to maintain a competitive admission.

Most of the programs offered are on-campus Certificate and Diploma programs. These comprise the largest sections of the tables, and are reported by Division and Campus.

Graduate statistics for students in the Nursing Education Program of Saskatchewan are not available as these students move to the university for years 3 and 4; therefore, they are graduates of the University.

5.1.2 Extension

There are a number of factors that should be considered when interpreting the statistics of Extension programs.

Enrollment data for Extension students is available since they now apply in the same manner as on-campus Certificate and Diploma students. Extension students often simply apply for one or more credit courses in a Certificate or Diploma program without having sought acceptance to the program. SIAST gives Extension students taking credit courses the opportunity to self-identify in the Education Equity Program, but this does not occur for all non-credit courses. Therefore, the actual number of designated group Extension students will be higher than recorded.

The Extension student graduate information does not include those who complete non-credit courses. Extension graduates may be included in either Extension or Certificate and Diploma student numbers, as they may begin as an Extension student, and then move to a Certificate or Diploma program. Likewise, they may complete the last class or two of a Certificate or Diploma program through Extension. Also worth noting is that students who take one or more credit courses and have no need to complete the whole program will not show as graduates, yet they will have successfully met their objectives.

Another factor that affects the interpretation of graduation rates for Extension programs is the program length. For example, in a two year program with 100 seats, 55 seats are for first year students, and 45 seats are for second year students. If there are 45 graduates from this program, the graduation rate for the program is really 100%, but will distort the overall rate when reported collectively.

5.1.3 Apprenticeship

All Apprenticeship programs offered at SIAST are included in the following tables, but provide enrollment numbers only. Apprenticeship students do not apply to SIAST, although SIAST does collect equity participation statistics for Apprentices so that employers and sponsors have the opportunity to consider equity group persons when selecting Apprenticeship candidates. Apprenticeship students do not graduate from a SIAST program, so graduate data is not available.

In 2001, the Apprenticeship Board, through discussion with SIAST counsellors, recognized the need for, and initiated procedures in identifying persons having learning difficulties. SIAST counsellors and learning specialists work with the assessors to implement recommended accommodations, as per SIAST guidelines.

5.1.4 Basic Education

The Basic Education (BE) programs that SIAST offers ranges from literacy to Grades 1-12.

Basic Education students do not apply to be accepted by SIAST through the Registrars' office, nor do they graduate from a SIAST program, so application and graduate statistics are not available. BE students meet the requirements to receive high school credit for courses administered by the Saskatchewan Post-Secondary Education and Skills Training. SIAST reports to the Department on each student's success in meeting those requirements. SIAST continues to explore ways to include more complete reports on BE students.

5.2 STUDENTS OF ABORIGINAL ANCESTRY

The following tables are a summary of students of Aboriginal ancestry application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table A1: Students of Aboriginal Ancestry by Division 2000-2001

Division	Applicants			Enrolled			Graduates		
	Total	Abr	%	Total	Abr	%	Total	Abr	%
Agriculture & Business	1,670	227	13.6	1,342	164	12.2	582	55	9.5
Community Services	1,583	383	24.2	940	244	26.0	446	79	17.7
Industrial Training	1,194	158	13.2	675	96	14.2	399	40	10.0
Nursing	1,048	91	8.7	713	58	8.1	40	2	5.0
Science & Health	1,808	132	7.3	675	58	8.6	453	27	6.0
Technology	1,483	151	10.1	1,255	104	8.3	405	32	7.9
Extension	740	70	9.5	1,780	255	14.3	1,319	190	14.4
Cert and Diploma Total	**9,526**	**1,212**	**12.7**	**7,380**	**979**	**13.3**	**3,644**	**425**	**11.7**
Agriculture				58	1	1.7			
Community Services				142	15	10.6			
Extension				78	15	19.2			
Industrial Training				1,970	93	4.7			
Technology				606	23	3.8			
Apprenticeship Total				**2,854**	**147**	**5.2**			
Basic Education				**2,493**	**1,100**	**44.1**			
Campus Total				**12,727**	**2,226**	**17.5**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-WIDE Students of Aboriginal Ancestry by Campus

TABLE A2: SIAST-WIDE Students of Aboriginal Ancestry by Campus 2000-2001									
	Applicants			Enrolled			Graduates		
Campus	Total	Abr	%	Total	Abr	%	Total	Abr	%
Kelsey Campus				**4,705**	**654**	**13.9**			
Certificate & Diploma	4,009	367	9.2	2,463	189	7.7	1,175	84	7.2
Apprenticeships				1,378	65	4.7			
Basic Education				864	400	46.3			
Palliser Campus				**3,195**	**223**	**7.0**			
Certificate & Diploma	1,904	89	4.7	1,858	126	6.8	762	51	6.7
Apprenticeships				1,080	44	4.1			
Basic Education				257	53	20.6			
Wascana Campus				**2,840**	**465**	**16.4**			
Certificate & Diploma	2,425	237	9.8	1,850	198	10.7	867	76	8.8
Apprenticeships				82	1	1.2			
Basic Education				908	266	29.3			
Woodland Campus				**1,987**	**884**	**44.5**			
Certificate & Diploma	1,188	519	43.7	1,209	466	38.5	840	214	25.5
Apprenticeships				314	37	11.8			
Basic Education				464	381	82.1			
Total Cert & Diploma	**9,526**	**1,212**	**12.7**	**7,380**	**979**	**13.3**	**3,644**	**425**	**11.7**
Total Apprenticeships				**2,854**	**147**	**5.2**			
Total Basic Education				**2,493**	**1,100**	**44.1**			
SIAST Total				**12,727**	**2,226**	**17.5**			

Shaded percentages indicate that the 2000-2001 participation goals for students of Aboriginal ancestry have been met or exceeded.

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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Table A3:
Students of Aboriginal Ancestry - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	9.2	10.8	12.2
Palliser	4.7	3.9	4.9
Wascana	9.8	8.7	10.6
Woodland	43.7	48.4	47.8
SIAST	13.1	14.2	14.4

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus

** In 1998-99 the percentage included Certificate Diploma Extension programs

Table A4:
Students of Aboriginal Ancestry - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	12.2	13.9	7.7	10.0	11.3
Palliser	12.2	7.0	6.8	7.5	8.8
Wascana	12.2	16.4	10.7	10.7	8.4
Woodland	25.0	44.5	38.5	39.1	37.7
SIAST	-	17.5	13.3	14.3	14.2

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus

Table A5:
Students of Aboriginal Ancestry - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	7.2	8.3	9.4
Palliser	6.7	4.9	8.4
Wascana	8.8	7.5	5.7
Woodland	25.5	26.8	29.4
SIAST	11.7	11.5	12.2

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus

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5.2.1 Students of Aboriginal Ancestry – Application Rate Comparison

Compared to 1999-2000, the Aboriginal applicant rates for the Certificate and Diploma programs at Wascana and Palliser increased slightly in 2000-01, while the rate at Kelsey decreased slightly. Also, the overall SIAST Certificate and Diploma programs decreased by 0.9 percent. (See Table A3)

5.2.2 Students of Aboriginal Ancestry – Enrollment Rate Comparison

The 2000-01 established goals for students of Aboriginal ancestry in all SIAST programs, including Apprenticeships and Basic Education, were met at the Kelsey, Wascana and Woodland Campuses. Woodland Campus exceeded the established goal of 25.0 percent by 19.5 percent. The overall SIAST enrollment figures for students of Aboriginal ancestry indicate that there was a decrease of 1.0 percent from 1999-00.

Historical trends focus on the Certificate and Diploma programs and exclude Apprenticeship and BE programs. When enrollment for the Certificate and Diploma programs only are considered to maintain consistency in the data, the numbers show that the proportion of Aboriginal students at Wascana remained the same, while decreasing at the other three campuses when compared to 1999-00. (See Table A4)

5.2.3 Students of Aboriginal Ancestry – Proportion of Graduates

Overall, the 2000-01 graduate Certificate and Diploma figures for students of Aboriginal ancestry at SIAST increased very slightly from the 1999-00 figures. Palliser and Wascana Campuses recorded increases of 1.8 and 1.3 percent respectively, while decreases occurred at Woodlands Campus (1.3 percent) and at Kelsey Campus (0.9 percent). (See Table A5)

5.3 STUDENTS WITH DISABILITIES

The following tables are a summary of students with disabilities application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table B1: Students with Disabilities by Division

Division	Applicants			Enrolled			Graduates		
	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Agriculture & Business	1,670	86	5.1	1342	77	5.7	582	22	3.8
Community Services	1,583	94	5.9	940	74	7.5	446	30	6.7
Industrial Training	1,194	54	4.5	675	39	5.8	399	16	4.0
Nursing	1,048	18	1.7	713	12	1.7	40	0	0.0
Science & Health	1,808	59	3.3	675	29	4.3	453	14	3.1
Technology	1,483	64	4.3	1,255	89	7.1	405	15	1.8
Extension	740	14	1.9	1,780	34	19.9	1,319	23	1.7
Cert & Diploma Total	**9,526**	**389**	**4.1**	**7,380**	**354**	**4.8**	**3,644**	**120**	**3.3**
Agriculture				58	0	0.0			
Community Services				142	1	0.7			
Extension				78	0	0.0			
Industrial Training				1,970	39	2.0			
Technology				606	2	0.3			
Apprenticeship Total				**2,854**	**42**	**1.5**			
Basic Education				**2,493**	**178**	**7.1**			
Campus Total				**12,727**	**574**	**4.5**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-WIDE Students with Disabilities by Campus

Table B2: SIAST-WIDE Students with Disabilities by Campus									
	Applicants			Enrolled			Graduates		
Division	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Kelsey Campus				**4,705**	**153**	**3.3**			
Certificate & Diploma	4,009	155	3.9	2,463	97	3.9	1,175	39	3.3
Apprenticeships				1,378	31	2.3			
Basic Education				864	25	2.9			
Palliser Campus				**3,195**	**112**	**3.5**			
Certificate & Diploma	1,904	86	4.5	1,858	75	4.0	762	17	2.2
Apprenticeships				1,080	9	0.8			
Basic Education				257	28	10.9			
Wascana Campus				**2,840**	**216**	**7.6**			
Certificate & Diploma	2,425	95	3.9	1,850	113	6.1	867	36	4.2
Apprenticeships				82	0	0.0			
Basic Education				908	103	11.3			
Woodland Campus				**1,987**	**93**	**4.7**			
Certificate & Diploma	1,188	53	4.5	1,209	69	5.7	840	28	3.3
Apprenticeships				314	2	0.6			
Basic Education				464	22	4.7			
Total Cert & Diploma	**9,526**	**389**	**4.1**	**7,380**	**354**	**4.8**	**3,644**	**120**	**3.3**
Total Apprenticeships				**2,854**	**42**	**1.5**			
Total Basic Education				**2,493**	**178**	**7.1**			
SIAST Total				**12,727**	**574**	**4.5**			

Shaded percentages indicate that the 2000-2001 participation goals for students with disabilities have been met or exceeded.

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.

NOTE Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.

Table B3:
Students with Disabilities - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	3.9	3.5	2.9
Palliser	4.5	3.0	2.8
Wascana	3.9	3.5	4.3
Woodland	4.5	4.5	3.9
SIAST	4.1	3.5	3.3

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table B4:
Students with Disabilities - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	5.0	3.3	3.9	3.8	3.5
Palliser	5.0	3.5	4.0	2.9	2.3
Wascana	5.0	7.6	6.1	6.0	6.3
Woodland	5.0	4.7	5.7	3.9	4.7
SIAST	-	4.5	4.8	4.1	4.0

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table B5:
Students with Disabilities - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	3.3	2.8	2.5
Palliser	2.2	1.6	1.6
Wascana	4.2	4.8	4.5
Woodland	3.3	1.4	2.8
SIAST	3.3	2.7	2.8

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

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5.3.1 Students with Disabilities – Application Rate Comparison

In 2000-01, there was an increase in the proportion of applicants with disabilities at every Campus except Woodland, where the rate remained the same. For SIAST overall, the percentage has increased in each of the previous two years, climbing to 4.1 percent. (See Table B3)

5.3.2 Students with Disabilities – Enrollment Rate Comparison

In 2000-01, the enrollment rate of students with disabilities increased at each campus for both total enrollment and for certificate/diploma programs. SIAST-wide, the enrollment rate has risen to 4.5 percent when all programs, including Basic Education and Apprenticeships, were taken into consideration, and to 4.8 percent when just Certificate and Diploma programs were tallied. Wascana Campus again exceeded its goal, where 7.6 percent of the total enrollment, and 6.1 percent of students in Certificate and Diploma programs, were students with disabilities. Woodland Campus, at 5.7 percent, also exceeded its goal for Certificate and Diploma programs. (See Table B4)

5.3.1 Students with Disabilities – Proportion of Graduates

The percentage of graduates with disabilities increased at the Kelsey, Palliser and Woodland Campuses, but decreased somewhat at the Wascana Campus. The Palliser Campus rate remained the same. The overall SIAST percentage rebounded and increased to 3.3 percent in 2000-01, after decreasing slightly in each of the previous four years, from 3.2 percent in 1996-97, 3.1 percent in 1997-98, 2.8 percent in 1998-99 to 2.7 in 1999-00. (See Table B5)

5.4 STUDENTS OF VISIBLE MINORITY

The following tables are a summary of students of visible minority application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table C1: Students of Visible Minority by Division

Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Agriculture & Business	1,670	62	3.7	1342	33	2.5	582	11	1.9
Community Services	1,583	30	1.9	940	13	1.4	446	6	1.4
Extension	740	3	0.4	1,780	16	0.9	1,319	12	0.9
Industrial Training	1,194	25	2.1	675	11	1.6	399	6	1.5
Nursing	1,048	47	4.5	713	18	2.5	40	0	0.0
Science & Health	1,808	31	1.7	675	19	2.8	453	11	2.4
Technology	1,483	33	2.2	1,255	26	2.1	405	6	1.5
Cert & Diploma Total	**9,526**	**241**	**2.5**	**7,380**	**136**	**1.8**	**3,644**	**52**	**1.4**
Agriculture				58	0	0.0			
Community Services				142	3	2.1			
Extension				78	1	1.3			
Industrial Training				1,970	9	0.5			
Technology				606	2	0.3			
Apprenticeship Total				**2,854**	**15**	**0.5**			
Basic Education				**2,493**	**129**	**5.2**			
Campus Total				**12,727**	**287**	**2.3**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-WIDE Students of Visible Minority by Campus

Table C2: SIAST-WIDE Students of Visible Minority by Campus									
	Applicants			Enrolled			Graduates		
Division	Total	VM	%	Total	VM	%	Total	VM	%
Kelsey Campus				**4,705**	**54**	**1.1**			
Certificate & Diploma	4,009	74	1.9	2,463	40	1.6	1,175	17	1.5
Apprenticeships				1,378	7	0.5			
Basic Education				864	7	0.8			
Palliser Campus				**3,195**	**55**	**1.7**			
Certificate & Diploma	1,904	54	2.8	1,858	40	2.2	762	18	2.4
Apprenticeships				1,080	8	0.7			
Basic Education				257	7	2.7			
Wascana Campus				**2,840**	**163**	**5.7**			
Certificate & Diploma	2,425	85	3.5	1,850	49	2.7	867	12	1.4
Apprenticeships				82	0	0.0			
Basic Education				908	114	12.6			
Woodland Campus				**1,987**	**8**	**0.4**			
Certificate & Diploma	1,188	28	2.4	1,209	7	0.6	840	5	0.6
Apprenticeships				314	0	0.0			
Basic Education				464	1	0.2			
Total Cert & Diploma	**9,526**	**241**	**2.5**	**7,380**	**136**	**1.8**	**3,644**	**52**	**1.4**
Total Apprenticeships				**2,854**	**15**	**0.5**			
Total Basic Education				**2,493**	**129**	**5.2**			
SIAST Total				**12,727**	**280**	**2.2**			

Shaded percentages indicate that the 2000-2001 participation goals for students of visible minority have been met or exceeded.

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

Table C3:
Students of Visible Minorities - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	1.9	1.7	1.7
Palliser	2.8	2.7	2.7
Wascana	3.5	2.7	2.2
Woodland	2.4	0.8	0.8
SIAST	2.5	2.1	2.0

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table C4:
Students of Visible Minorities - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	4.7	1.1	1.6	2.0	1.5
Palliser	2.6	1.7	2.2	2.8	2.6
Wascana	5.1	5.7	2.7	2.4	2.8
Woodland	2.6	0.4	0.6	0.8	0.5
SIAST	-	2.2	1.8	2.2	2.0

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table C5:
Students of Visible Minorities - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*	1998-99 Cert./Dip. Graduate %*
Kelsey	1.5	1.5	0.9
Palliser	2.4	1.1	1.3
Wascana	1.4	2.1	2.1
Woodland	0.6	1.1	0.5
SIAST	1.4	1.5	1.2

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

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5.4.1 Students of Visible Minorities – Application Rate Comparison

The application rate for students of visible minorities to the Certificate and Diploma programs increased at every campus in 2000-01. For SIAST overall, the percentage increased from 2.1 to 2.5 percent. (See Table C3)

5.4.2 Students of Visible Minorities – Enrollment Rate Comparison

As identified in section 4.2.1 of the report, enrollment goals for visible minorities have not been established, either SIAST-wide or for the individual campuses. Therefore, the long-term goals were used as a guide. Wascana, for the first time, has met the long-term goal for total programs, with 5.7 percent of enrolled students representing visible minorities. Total enrollment figures for Kelsey and Palliser indicate a slight decline, while the percentage at Woodland remained the same. Overall, the SIAST-wide percentage for total enrollment inched up to 2.2 from 2.0 percent.

Enrollment of students of visible minorities in Certificate and Diploma programs decreased on a SIAST-wide basis (from 2.2 to 1.8 percent), and, with the exception of Wascana, at the individual campuses. Wascana was the only campus to meet their goal for Certificate and Diploma programs. The rate at Palliser, which had met its goal the last two years, declined to 2.2 percent, which resulted in an unmet goal for 2000-01. (See Table C4)

5.4.3 Students of Visible Minorities – Proportion of Graduates

The overall percentage of graduates of Certificate and Diploma programs at SIAST, who indicated they were members of a visible minority, decreased by 0.1% from the 1999-00 figures. In 2000-01, the rate of graduates of visible minorities increased at Palliser, remained the same at Kelsey, while declining at Woodland and Wascana. (See Table C5)

5.5 WOMEN STUDENTS

The following tables are a summary of women student application, enrollment, and graduate rates by division and campus, for the period of July 1, 2000 to June 30, 2001.

Table D1: Women Students by Division

Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Agriculture & Business	1,670	985	59.0	1,342	826	61.6	582	391	67.2
Community Services	1,583	1,089	68.8	940	619	65.9	446	303	67.9
Extension	740	669	90.4	1,780	1,286	72.2	1,319	809	61.2
Industrial Training	1,194	60	5.0	675	40	5.9	399	20	5.0
Nursing	1,048	948	90.5	713	659	92.4	40	34	85.0
Science & Health	1,808	1,331	73.6	675	493	73.0	453	280	59.6
Technology	1,483	210	14.2	1,255	176	14.0	405	74	18.3
Cert and Diploma Total	**9,526**	**5,292**	**55.6**	**7,380**	**4,099**	**55.5**	**3,644**	**1,911**	**52.4**
Agriculture				58	31	53.5			
Community Services				142	68	47.9			
Extension				78	1	1.3			
Industrial Training				1,970	33	1.7			
Technology				606	15	2.5			
Apprenticeship Total				**2,854**	**148**	**5.2**			
Basic Education				**2,493**	**1,487**	**59.7**			
Campus Total				**12,727**	**5,734**	**45.1**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-Wide Women Students by Campus

Table D2: SIAST-WIDE Women Students by Campus									
Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey Campus				**4,705**	**2,258**	**48.0**			
Certificate & Diploma	4,009	2,425	60.5	2,463	1,674	68.0	1,175	788	67.1
Apprenticeships				1,378	54	3.9			
Basic Education				864	530	61.3			
Palliser Campus				**3,195**	**847**	**26.5**			
Certificate & Diploma	1,904	668	35.1	1,858	664	35.7	762	332	43.6
Apprenticeships				1,080	38	3.5			
Basic Education				257	145	56.4			
Wascana Campus				**2,840**	**1,766**	**62.2**			
Certificate & Diploma	2,425	1,628	67.1	1,850	1,230	66.5	867	515	59.4
Apprenticeships				82	31	37.8			
Basic Education				908	505	55.6			
Woodland Campus				**1,987**	**863**	**43.4**			
Certificate & Diploma	1,188	571	48.1	1,209	531	43.9	840	276	32.9
Apprenticeships				314	25	8.0			
Basic Education				464	307	66.2			
Total Cert & Diploma	**9,526**	**5,292**	**55.6**	**7,380**	**4,099**	**55.5**	**3,644**	**1,911**	**52.4**
Total Apprenticeships				**2,854**	**148**	**5.2**			
Total Basic Education				**2,493**	**1,487**	**59.7**			
SIAST Total				**12,727**	**5,734**	**45.1**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

Table D3:
Women Students - Application Rate Comparison

Campus	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*	1998-99 Cert./Dip. Application %*/**
Kelsey	60.5	50.5	57.5
Palliser	35.1	35.9	38.1
Wascana	67.1	66.2	64.9
Woodland	48.1	43.3	45.8
SIAST	55.6	50.1	53.1

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

** In 1998-99 the percentage included Certificate/Diploma Extension programs.

Table D4:
Women Students - Enrollment Rate Comparison

Campus	2000-01 Goal	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*	1999-00 Cert./Dip. Enrollment %*	1998-99 Cert./Dip. Enrollment %*
Kelsey	43.0	48.0	68.0	67.0	67.1
Palliser	43.0	26.5	35.7	38.9	42.3
Wascana	43.0	62.2	66.5	66.6	63.7
Woodland	43.0	43.4	43.9	41.1	43.4
SIAST	-	45.1	55.5	55.0	55.4

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table D5:
Women Students - Proportion of Graduates

Campus	2000-01 Cert./Dip. Graduates %*	1999-00 Cert./Dip. Graduates %*	1998-99 Cert./Dip. Graduates %*
Kelsey	67.1	69.0	71.9
Palliser	43.6	45.2	44.5
Wascana	59.4	68.6	64.8
Woodland	32.9	33.9	40.0
SIAST	52.4	56.6	57.8

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

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5.5.1. Women Students – Application Rate Comparison

The proportion of applications from women increased at Kelsey, Wascana and Woodland Campuses for Certificate and Diploma programs. At Palliser, the rate declined very slightly. The rate of female applicants for Certificate and Diploma programs for SIAST, overall, increased from 50.1 to 55.6 percent. (See Table D3)

5.5.2 Women Students - Enrollment Rate Comparison

The total enrollment figures (which include the Apprenticeship and BE programs) for women students indicate that the participation goals were met at the Kelsey, Wascana and Woodland Campuses in 2000-01. However, the percentage of women enrolled at Palliser Campus (26.5%) was well under the established goal. The SIAST total enrollment represented a very slight decrease in the percentage of women students (0.2 percent) from the 1999-00 figures.

Comparison of the 2000-01 Certificate and Diploma female enrollment figures to those of 1999-00, shows there was an increase of 0.5 percent SIAST-wide, and rates increased at Woodland and Kelsey Campuses. All campuses, except Palliser, met the participation goals for women students in Certificate and Diploma programs. (See Table D4)

5.5.3 Women Students – Proportion of Graduates

The percentage of women graduates from Certificate and Diploma programs decreased SIAST-wide, as well as at each campus, in 2000-01. The decreases were slight at all campuses except Wascana, where the percentage of women graduates fell from 68.6 to 59.4 percent. Overall, the proportion of women graduates from Certificate and Diploma programs decreased from 56.6 percent in 1999-00, to 52.4 percent in 2000-01. (See Table D5)

5.6 WOMEN STUDENTS IN PREDOMINATELY MALE PROGRAMS

The following table provides a summary of women students' (in predominately male programs) application, enrollment, and graduate rates by division and campus, for the periods of July 1, 1999 to June 30, 2000 and July 1, 2000 to June 30, 2001.

TABLE D6: Percentage of Women Students in Predominately Male Programs						
	Applicants		Enrolled		Graduates	
Campus/Division	99-00	00-01	99-00	00-01	99-00	00-01
Kelsey Campus						
Industrial Training	4.7	3.7	7.6	6.8	4.0	5.1
Technology	7.9	11.3	9.0	8.9	9.1	8.1
Palliser Campus						
Industrial Training	6.4	9.1	8.0	5.8	6.7	6.0
Technology	13.7	15.8	17.1	14.4	19.5	20.5
Wascana Campus						
Industrial Training	4.0	6.4	6.1	5.0	6.3	2.1
Technology	2.7	2.4	6.7	5.0	18.7	9.7
Woodland Campus						
Industrial Training	4.8	5.0	3.4	5.7	3.5	8.3
Technology	16.1	21.4	17.9	15.3	16.4	18.8

5.6.1 Women Students – Predominantly Male Divisions

For 2000-01, application, enrollment and graduation rates of women in male-dominated programs was analyzed by Division and Campus only, rather than at a program level. The Technology and Industrial Divisions have historically contained the male-dominated programs, although there are some variations among individual programs. Comparisons to the previous year, when individual programs were analyzed, cannot be made accurately.

Comparison of participation rates to the short-term goal of 30% female participation in male-dominated programs reveal that this goal remains unmet, when analyzed on a Division-wide basis, in the Technology and Industrial Divisions of all campuses.

The predominately male programs are primarily in the Industrial and Technology Divisions. The restructuring of SIAST, which was noted in the last two monitoring reports, resulted in some programs being reassigned to different divisions. With this realignment, particularly of the predominantly male programs, SIAST can only provide a two year historical comparison for women applicants in these programs. While this report focuses on women enrolled in the Industrial and Technology Divisions, statistics for predominantly male programs assigned to other divisions are included in alternate formats in Appendix A and C.

5.6.2 Predominantly Male Programs at SIAST

Several SIAST Divisions have programs with reserved seating for women. Below is a list of programs by division by campus. Programs that do not have equal representation of women for five consecutive years will maintain their targeted status.

Kelsey Campus - Saskatoon

Technology	CAD/CAM Engineering Technology Industrial Electronics Technician Industrial Electronics Technology Mechanical Engineering Technology Power Engineering Technician Power Engineering Technology Process Operator Technician
Community Services	Institutional Meat Processing Retail Meat Cutting
Industrial	Agricultural Machinery Technology Auto Body Technician Automotive Service Technician Automotive Service Technology Heavy Equipment Mechanics Industrial Mechanics Machine Shop Parts Management Technician Refrigeration and Air Conditioning Welding

Wascana Campus - Regina

Agriculture and Business	Agriculture Production Beef Management Farm Business Management Farm Mechanics Pork Production Technician
Community Service	New Media Communications
Industrial	Auto Body Technician Automotive Service Technician Machine Shop Major Appliance Repair Outdoor Power Equipment Welding

Science and Health	Emergency Medical Technician (EMT) EMT Advanced EMT Paramedic
Technology	Building Systems Operator Building Systems Technician Drafting Technician Electronic Communication Technology

Palliser Campus - Moose Jaw

Industrial	Auto Body Technician Automotive Service Technician Carpentry Welding
Technology	Architectural and Building Technology Civil Engineering Technology Computer Aided Design and Drafting Computer Engineering Technology Electrical Engineering Technology Electrician Electronics Engineering Technology Electronics Service Technician Environmental Engineering Technology Geomatics Technology Instrumentation Engineering Technology Water Resources Engineering Technology Water and Wastewater

Woodland Campus - Prince Albert

Community Service	Corrections Worker Media Arts Production
Industrial	Carpenter Pre-employment Heavy Equipment Mechanics Outdoor Power Equipment Truck and Transport Mechanic Repair Welder Welder Pre-employment
Technology	Electrician Electronics Service Technician Integrated Resource Management Micro-Electronics Technician

6.0 GRADUATE EMPLOYMENT ANALYSIS

Graduate Employment Analysis

Each fall SIAST conducts a survey of its graduates from the previous academic year. The survey asks the graduates a variety of questions including questions concerning their employment status at that time. The results of the survey are published (approximately) in the spring of the following year. The latest report is titled, 2000 SIAST Graduate Employment Statistics Report.

The following figure illustrates the employment rates for graduates responding to the latest survey. The rates represent the percentage of those graduates in the labour force that are employed. The labour force is defined as those graduates who are working or actively looking for work. Full Time is defined as working 30 hours a week or more. Training Related Employment is employment in an occupation directly related to the graduate's program of study.

Employment rates were above 80% for all groups. The percentage of graduates working Full Time ranged from 62% to 77%. Graduates working Full Time in a Training Related occupation ranged from 46% to 60%. Unemployment rates ranged from 8% to 19%.

Figure 6.4.A
SIAST Graduates - Employment Rates of 1998-99

Source: 2000 SIAST Graduate Employment Survey

Historically, the employment rates for SIAST graduates are favorable – remaining above 75% over the last 5 years for all groups. From 1999 to 2000, employment levels increased as a Total and for the Disabled graduates. It remained the same for Women in the Industrial Training and Technology Divisions and decreased slightly for the Aboriginal and Visible Minority graduates.

Figure 6.4.B
SIAST Graduates - Employment Trends

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